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ABSTRACT

Lengthy abstracts in English are provided for each of the items listed in this bibliography of Polish materials on education. Contents are organized as follows: History of Education; Laws and Legislation; General Information on Education; Social and Educational Sciences; The Teacher's Profession; Schools and Institutions (by type or level); and Miscellaneous topics. Most of the materials cited in this issue were published between February and May 1969. Volume 9, Number 1 of this publication is represented by ED 041 281. (JLB)

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EXPLANATORY NOTE

Beginning with No. 1/1970 the quarterly "Selected Bibliography of Polish Educational Materials" is edited by the Section for Documentation and Information of the Institute for Educational Research of the Ministry for Education and Higher Education. Editorial staff has thus been changed. Principles of selecting and presenting materials are maintained. "Selected Bibliography" is published by the Central Institute for Scientific, Technical and Economic Information.

Readers are invited to send their remarks concerning the selection of materials and the form of bibliographical notes.

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was published in the period of time from February to May 1969.

I. HISTORY OF EDUCATION

211. SOSNOWSKI, TEOFIL: **Geneza zasadniczych szkół zawodowych dla młodzieży pracującej w Polsce.** (Origin of Non-Full Secondary Vocational Schools for Working Adolescents in Poland). *Szkoła Zawodowa* 1970, No. 3, pp. 10–14.

Legal foundations of complementary vocational schooling established in Poland in the year 1937 served as a basis for the rebuilding and development of vocational schooling in the Polish People's Republic, although considerable changes have been introduced in order to adjust the school system to the present economic, social and political conditions. The most important change was the preparation of the curricula for vocational schools in such a way that they would constitute a continuation of the compulsory 8 year primary school. The author discusses in detail foundations and development of schools supervised by industrial plants in the years 1958/59–1968/69, public secondary vocational schools in the years 1937/38–1948/49 and similar schools in the earlier period 1927/28–1937/38. Immediately after World War I a great variety of vocational schools with various curricula and different regulations existed in Poland as a consequence of the former partition of the country. Gradual unification has been carried out by the Polish government. In spite of the difficulties the Polish schooling of these times can be stated to have had curricula and character corresponding to the general level of vocational schooling established in Central Europe.

212. WOŁOSZYN, STEFAN: **Polska tradycja pedagogiczno-encyklopedyczna.** (Educational Encyclopaedias in Poland). *Wychowanie* 1970, No. 1/2, pp. 6–14.

Since January 1970 the Polish Periodical "Wychowanie" has been publishing "Small Educational Encyclopaedia". In connection with the issue of the first part of it including entries beginning with letter "A" the editor of the encyclopaedia, M. Jakubowski interviewed professor S. Wołoszyn. The discussion concentrated round the role

of lexicons and encyclopaedias in the proper understanding of the present-day educational reality in the light of the past experiences and future developments. All Polish educational encyclopaedias published up to the present day have been discussed beginning with the year 1881.

See also: 249.

II. LAWS AND LEGISLATION

213. **Zarządzenie** Ministra Oświaty i Szkolnictwa Wyższego z dnia 12 listopada 1969 r. w sprawie ramowego statutu ośrodka dokształcania zawodowego [oraz] Statut ramowy ośrodka dokształcania zawodowego. (Ordinance Issued by the Minister of Education and Higher Education November 12, 1969 Concerning Rules and Regulations for the Center of In-Service Training). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1970, No. B–12, item 99.

Rules and regulations for the in-service training centers included in the annex to the ordinance present the organization and character of centers subordinated to the Minister of Education and Higher Education provided for 8 year primary school graduates. The centers in question provide instruction in the following fields: 1) theoretical vocational subjects for adolescents attending multivocational classes of complementary non-full secondary vocational schools, 2) curriculum for non-full secondary vocational schools for youth not attending regular vocational schools.

214. **Zarządzenie** Ministra Oświaty i Szkolnictwa Wyższego z dnia 27 listopada 1969 r. w sprawie statutu technikum zawodowego dla pracujących. (Ordinance Issued by the Minister of Education and Higher Education November 27, 1969 Concerning Regulations for Vocational Secondary Schools for Working Adults). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1970, No. B–13, item 109.

Regulations for vocational secondary schools for working adults included in the annex to the ordinance state exactly

their tasks and objectives, organization of instruction, educational plans, duties of the principal and his deputies, educational board, teachers, and students.
Secondary vocational schools for working adults can be organized both in the regular and in the extramural system. Schools of this type may function on the basis of a) primary schools, b) non-full secondary vocational schools, c) grade 2 of general secondary school, d) preparatory schools for agriculture.
Schools can train working adults above 18 years of age.

215. **Zarządzenie** Przewodniczącego Komitetu Nauki i Techniki z dnia 5 stycznia 1970 r. w sprawie ogłoszenia jednolitego tekstu rozporządzenia Rady Ministrów z dnia 8 lutego 1966 w sprawie warunków i systemu przeprowadzania przewodów doktorskich i habilitacyjnych. (Ordinance Issued by the Chairman of the Polish Committee for Science and Technology January 5, 1970 Concerning the Uniform Text of the Order of the Council of Ministers from February 8, 1966 on the Conditions and System of Conferring Doctor's and Docent's Degrees). *Dziennik Ustaw* 1970, No. 1, item 6.

Annex to the present ordinance includes uniform text of the Order of the Council of Ministers on the system of conferring doctor's and docent's degrees considering all the changes resulting from rules brought into being before the publication of the Order. The following ordinances are voided: 1) ordinance by the Council of Ministers from July 28, 1959, Dziennik Ustaw 1959, No. 45, item 276, 2) ordinance by the Ministers of Education, Health, Higher Schooling, Foreign Office and by the Chairman of the Polish Committee for Physical Culture and Tourism from June 17, 1959, Dziennik Ustaw 1959, No. 419, item 257, 3) ordinance by the Minister of National Defence from October 10, 1960, Dziennik Ustaw 1960, No. 46, item 271, 4) ordinance by the Minister of National Defence from October 10, 1960, Dziennik Ustaw, 1960, No. 46, item 278. Research workers carrying out didactic activity as well as those conducting merely theoretical work now apply for obtaining doctor's or docent's degree through immediate directors at the place of employment.

216. **Zarządzenie** Ministra Oświaty i Szkolnictwa Wyższego z dnia 4 marca 1970 w sprawie praktyk robotniczych studentów szkół wyższych. (Ordinance Issued by the Minister of Education and Higher Education March 4, 1970 Concerning Worker Practices of Higher School Students). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1970, No. A–4, item 22.

The Ordinance of the Minister of Education and Higher Education has introduced to the curricula of higher schools so-called "worker practices" for students to be carried out in summer as regularly paid manual work in nationalized plants and institutions. Practices of this kind are compulsory and form part of the didactic-educational plan of higher schools. Annex to the Ordinance includes principles of organizing worker practices which should be prepared by higher schools in cooperation with the Socialist Youth Association, Association of Peasant Youth, Polish Students' Association and Voluntary Working Troops. The practices in question should last 4 weeks being organized in groups of 40 persons. Annex No. 1 presents principles of agreement between a higher school and the institution of employment, Annex 2 — that between a student and the institution. Duties of the employing institution as far as accomodation and social facilities are concerned are dealt with in regulations issued by the Committee for Work and Salaries.

III. GENERAL INFORMATION ON EDUCATION

217. GMYTRASIEWICZ, MICHAŁ: **Finansowanie kształcenia.** (Financing of Education). Państwowe Wydawnictwo Naukowe, Warszawa 1969, 234 pp.

The book is a monographic study of financial problems pertaining to a chosen section of national economy lying outside material production. The author presents classification of expenditure on education, discusses sources of financing expenses, motives for choosing particular sources and selecting methods of financing. The considerations are illustrated by an analysis of expenditure on education according to the type of school and level of instruction.

Influence of education on the increase in the national income is discussed in detail as well as the influence of training on the increase of the individual's income. The author quotes a number of statistical data and research results mostly from the field of the Polish educational system. In further chapters the author presents the same problems considered in the international scale on the example of several capitalist and socialist countries.

218. GMYTRASIEWICZ, MICHAŁ: **Oświata w systemie gospodarczym Polski.** (Education in the National Economy of the Polish People's Republic). *Nowa Szkoła* 1970, No. 3, pp. 50–53.

Increase in the number of people participating in various forms of schooling and training in Poland is considerably greater than the increase in the total number of inhabitants. In the year 1957 our school system trained and employed 5.1 million persons, i.e. 18.4 percent of the total of inhabitants. In 1967 numbers were 9.1 and 29 percent respectively. The above mentioned indicators place Poland at the top of the world list. In spite of that the teacher-pupil ratio in Poland is less satisfactory than it is in other socialist countries. In the years 1957–67 the total of expenditure for education has been 41 bilion zlotys, 60 percent of which consists of expenditures for school and university teachers' salaries, these salaries are, however, as in many other countries lower than those in other sections of the national economy. This is a common reason for considerable fluctuations in the teacher's profession. The index of increase in the participation of educational expenditure in the national budget for the year 1967 was 6 percent.

219. GMYTRASIEWICZ, MICHAŁ and KLUCZYŃSKI, JAN: **Finansowanie i rozwój szkolnictwa w Polsce Ludowej.** (Development and Financing of Education in the Polish People's Republic). Ossolineum, Wrocław 1969, 205 pp.

The publication is a review of research carried out in Poland on development and financing of education in the Polish People's Republic, on the background of present — day tendencies and phenomena occurring in the modern

world. The authors try to point out correlations between social, economic and political system of the country and the level of its schooling as well as stress the increasing participation of expenditure of schooling in the national budget of all the countries. An analysis of expenditure on education in Poland in the years 1951–65 is also presented both from national and from individual sources and its influence on the scale and quality of schooling as well as on the social composition of students. The last part of the book deals with an analysis of educational expenses according to the type of schools, i.e. general, vocational and higher.

220. KURDYBACHA, ŁUKASZ: **Problemy rozwoju nauk pedagogicznych.** (Problems of Development in Educational Sciences). *Nauczyciel i Wychowanie* 1969, No. 6, pp. 3–17.

The author presents the state of educational sciences at home and abroad stressing the search for new principles of education. According to his opinion Poland has not yet worked out a satisfactory theory of education adjusted to the needs of a socialist society and there are not enough specialists in the field of upbringing. Certain tendencies in education promoted in the fifties brought about a temporary stagnation in the development of educational sciences. Presently numerous researches are being carried out by Polish prominent educators in order to find out what role is played by didactic activities in the realization of plans of moral, ideological and political education. The author also states that considerable gaps exist in the field of teaching methods in various subject-matters, both in general and in vocational secondary schools. University of Warsaw and Warsaw Higher School for Technology carry out at present vast research activities in this respect. Publications are being prepared pertaining to the history of education. Much attention is paid in the article to organization and significance of research in educational sciences.

221. KUTZNER, JANINA: **Panorama dwudziestopięciolecia.** (Panorama of Twenty Five Years of the Polish People's Republic). *Wychowanie Fizyczne i Higiena Szkolna* 1969, No. 9, pp. 2–7.

The author, Head of the Section for Physical Education at the Institute for Educational Research, presents the development of physical education in Polish primary and secondary schools in the course of the last teacher training, common forms of physical instruction, activity of administrative staff, medical care for children and adolescents and research on some theoretical aspects of physical education.

222. OLSZEWSKI, ANTONI: **O wczasach dzieci i młodzieży.** (Holiday for Children and Adolescents). *Wychowanie Fizyczne i Higiena Szkolna* 1969, No. 9, pp. 44–45.

Holiday for children and adolescents as a form of educational care is one of the greatest social achievements in the Polish People's Republic. The present tendencies in the Ministry of Education and Higher Education which is supervising the compaign aim at covering more and more children by the activity and providing entertainment which is most suitable for their intellectual and physical development.
The author discusses all existing forms of the activity in question. Statistical data are also included.

223. **Rocznik Statystyczny Szkolnictwa 1968/69.** Statistical Annual of Schooling 1968/69). Główny Urząd Statystyczny, Warszawa 1969, 679 pp.

The present annual is the third from the series of publications of this type and includes statistical data pertaining to the development of schooling and of educational institutions of care for children and adolescents for the year 1968/69. Information is placed in 7 sections covering among others data on primary, secondary, vocational and higher schooling. In comparison with the annual for the year 1967/68 data pertaining to electrification of primary schools and establishment of other facilities are added, as well as those referring to school cooperatives, school canteens, boarding schools and new school buildings. Recruitment for studies is also dealt with. Statistical data for higher schooling present numbers of participants at doctoral studies, information on efficiency of training at universities, expenditure for education, number of highly

qualified specialists in the national economy, classification according to the amount of education and type of profession. Publication also presents international comparisons.

224. SUCHODOLSKI, BOGDAN: **Rozwój oświaty w Polsce Ludowej.** (Development of Education in the Polish People's Republic). *Nauczyciel i Wychowanie* 1969, No. 5, pp. 3–24.

The author devotes his considerations to the development of education in the Polish People's Republic presenting complete statistical data pertaining to primary, secondary and higher level of instruction. The first step in the development consisted according to the author, in introducing uniform, compulsory primary schools. The second step was devoted to popularization of secondary schooling which contributed to important changes in the social composition of the youth. Presently 80 percent of primary school graduates are being trained on secondary level, most of them attending vocational schools. The author stresses the specific character of the Polish secondary vocational schooling combining general and vocational training and enabling students to enter universities, and points out considerable differences between Polish and foreign vocational schooling, the latter aiming exclusively at preparation for a future profession. According to the data presently available about 1.5 million pupils are enrolled in vocational schools and only 300 thousand in general secondary schools. In the final part of the article attention is focused on higher schooling. The number of higher schools in Poland amounts to 76. About 300 thousand students are enrolled, evening schools included. The author discusses in detail changes in curricula and teaching methods.

225. WILOCH, TADEUSZ J.: **Opiekuńczo-wychowawcza rola szkolnictwa.** (Role of School in Education and Care). *Nauczyciel i Wychowanie* 1969, No. 4, pp. 37–47.

The author presents the role of educational and social care functions in the Polish school system and gives suggestions how to increase the intensity of the process. According to his opinion, care for children and adolescents should be provided until the age of full maturity both in

the educational and in the legal sense of the word. The author points to the following ways of attaining objectives: 1) popularization of schooling, 2) integration of all school institutions, 3) intensifying social care activities in each school. In order to properly carry out the above mentioned activities it is necessary to provide school facilities and to instruct the teaching staff. The author postulates to prolong the school-day in order to combine out-of school activities with school work thus forming conditions for effective training eliminating traditional homework. Integration of training and care functions in modern schooling requires higher qualifications on the part of the teaching staff, changes in school structure and increase in the number of clubs and day-rooms for adolescents.

226. WOŹNICKA, JADWIGA: **Drogi szkolne młodzieży.** (School Careers). Ossolineum, Wrocław 1970, 183 pp. Commission for Psychological and Educational Sciences of the Polish Academy of Sciences.

The aim of the publication is to present school careers in particular age groups and amounts of education achieved in their course. Training of the youth is discussed in successive years of their schooling, attention being paid to compulsory schooling, drop-outs, shifts from school of a lower to that of a higher level and results measured by the final amount of education. The book presents information on education of 12 successive age-groups born between 1938–1949. Data are obtained from school statistics of the Main Office for Statistics and of the Ministry of Education and Higher Education. On the basis of these data synthetic tables have been worked out illustrating carreers in age groups and including numbers of pupils trained, graduates and drop-outs. For the two chosen age groups tables were prepared according to voivodships, and for one — according to sex groups.

IV. SOCIAL AND EDUCATIONAL SCIENCES

227. BOBROWSKA, ŁADA: **Znaczenie ekspresji.** (Significance of Expression). *Głos Nauczycielski* 1970, No. 8, p. 8.

The author discusses problems of aesthetic education defined as combining child's experiences and cognitive processes. Significance of expression is investigated in the field of linguistic communication, music and fine arts. The author postulates integration of child's experience in the expression of a dramatic type, which makes it possible to stress kinetic and verbal expressions through sound, light and color. Well organized school theater presenting valuable texts serves as a form of expression being a full synthesis of experience, emotion and knowledge.

228. BOROWSKI, LECH: **Społeczne przyczyny odpadu szkolnego.** (Social Causes for Drop-Outs in Schools). *Klasy Łączone* 1969, No. 5, pp. 296–304.

Statistical data reveal that the greatest number of drop-outs occurs for many years in rural districts. The author endeavors to explain the etiology of this phenomenon. Research has been carried out on unqualified manual workers of peasant origin born in the years 1938–1951. In order to establish comparisons a group of agricultural manual workers coming from town has been investigated. Documentary analysis and interview, were used as research techniques. Analysis of data proved that drop-outs resulted mostly from economic needs on the part of the family disturbancies in psychophysical development of the pupils and various interactions within the family, school or coeval group. Some of the possible preventive measures are pointed out by the author e.g. stronger sanctions against those neglecting compulsory education, changes in the village production system and improvement in psychological and medical care.

229. CHMIELEWSKI, KAZIMIERZ: **Kryteria oceny wiadomości uczniów.** (Criteria for the Evaluation of Educational Attainment in Chemistry). *Chemia w Szkole* 1969, No. 3, pp. 127–133.

Basing on the considerations of didactic difficulties connected with the individual control of students' knowledge, the author postulates to introduce written test papers as a means of control ensuring full objectivism of evaluations pertaining both to individuals, obtained only on the condition, that tests will not cover material other than

that, which has been carefully worked out in classroom and that instruction will be absolutely clear for all pupils filling in a test form. Criteria of evaluation do not vary according to the pupils and the teacher is in a position to arrive at a precise diagnosis of the whole group. Significant didactic role is also ascribed to the discussion with the students of their scores on the test and establishing of correct answers with their cooperation. The author suggests to score laboratory activities and individual oral answers of each student in order to establish a firm basis for the final grade in a given subject.

230. GLISZCZYŃSKA, XYMENA: **Wykorzystanie czynnika motywacji w pracy pedagogicznej.** (Motivation and Its Utilization in Educational Activity). *Nauczyciel i Wychowanie* 1969, No. 6, pp. 49–55.

Motivational factors are investigated in the article outside the problems of biological orientation. The author concentrates on psychological research on reward and punishment, meant as situation or stimuli operating in order to fix or erase all the activities after which they have been applied and not only those of one specific type. The author also presents classification of rewards and punishments according to their source, type and effectiveness.

231. KALINOWSKI, ADAM: **Ruch wydawniczy w zakresie WF.** (Publications on Physical Training). *Wychowanie Fizyczne i Higiena Szkolna* 1969, No. 9, pp. 23–25.

In the course of the last twenty five years in spite of great difficulties caused by the World War II three times as many books on physical training have been published than in pre-war Poland. Main obstacle in preparing this type of publications was the lack of authors, the most outstanding of which were killed during Nazi occupation. The first publication after the war was written by A. Balcerek and F. Laurentowski and appeared under the title "Games and Gymnastics — Materials for Teachers of Physical Training". Several of the most important books are discussed in detail in the article. The total number of books published since 1945 amounts to 100, translations and

reprints excluded. Most of the works were written by practising teachers of physical training.

232. KAMIŃSKI, ALEKSANDER: **Społeczno-kulturalne uwarunkowanie kształcenia dzieci.** (Social and Cultural Conditioning of the Education of Children). *Nowa Szkoła* 1970, No. 3, pp. 2–9.

Factors hindering proper intellectual and emotional development in school children are analyzed. The author investigates social and cultural hindrances, e.g. insufficient amount of education on the part of the parents, broken homes, social pathology in the family (alcoholism, prostitution), etc. Attempts undertaken by the Polish school system to compensate the obstacles of the environment are presented: 1) reorganization of the enrollment in grade I, 2) educational activization by means of sociotechniques. Special attention is paid to difficulties occuring in grades 4 and 5.

233. KAMIŃSKI, ALEKSANDER and LEPALCZYK, IRENA: **Prace naukowo-badawcze Katedry Pedagogiki Społecznej Uniwersytetu Łódzkiego.** (Research Activity of the Chair for Social Pedagogy at the University of Łódź). *Oświata Dorosłych* 1969, No. 6, pp. 361–363.

Research activity of the Chair for Social Pedagogy at the University of Łódź concentrates round two main problems: 1) theory of educational work (adult instruction) and 2) theory of social work (social care). Presently the Chair is carrying out investigations in the field of education for adult and working adolescents. This year research has been carried out on the problem of leisure time of textile-workers in the city of Łódź. Research results were presented in a publication entitled "Cultural Activity of Textile-Workers". The following problems are presented in this book: 1) social and educational function of cultural work in industrial plants, 2) popuarizing knowledge, 3) amateur artistic activities, 4) cultural needs of textile-workers, 5) the role of books, 6) psychosocial mechanisms of functioning of an amateur theatre ensemble. Research group at the University of Łódź has also prepared a book entitled "People's University as Educational Environment" and a publication of a collection of articles

pertaining to social work in the urban district. All materials were prepared on the basis of educational and psychological research.

234. KOMOROWSKI, BOHDAN: **Algorytm i heurystyka.** (Algorithm and Hauristics). *Nowa Szkoła* 1970, No. 3, pp. 16–18.

The author contributes to the discussion on the relation of algorithm to heuristics presenting the two not as opposite processes but as one process with the varying intensity of certain elements. Elements of non-self-dependence dominate in algorithm, while those of creative effort are more frequent in heuristics. In the latter, however, some features of reproduction and dependence can also be noted. On the basis of programming conceptions worked out by K. Lech and Cz. Kupisiewicz the author presents the possibility to transform programmed-instruction from its algorithmic into a heuristic form.

235. KWIECIŃSKI, ZBIGNIEW: **Szkoła i środowisko wychowawcze współczesnej wsi.** (School and Educational Environment of the Present Day Village). *Klasy Łączone* 1969, No. 5, pp. 316—320.

The article presents problems discussed at a conference organized by the Scientific Group of the Warsaw University and at the session of the Research Group of Educators of the University in Toruń. Conferences in question were devoted to the situation of rural children, problems of educational institutions in villages and questions of education in a peasant family. The need for research on the conditioning of the peasant child's situation as well as on the activities of village educational institutions was stressed. A number of suggestions have been presented pertaining to the levelling of chances for peasant children in comparison with those of town children. Discussion was based on research reports containing data referring to problems of educational environment in rural and industrial regions. The following subjects have been considered: 1) factors conditioning activities of educational institutions, 2) specific difficulties of rural schools, 3) role of holidays for children, 4) homework and leisure, 5) influence of the environment on child's interests, 6) voca-

tional preorientation, 7) educational conditions, means and ideals, 8) financial status of pupils and of village teachers, 9) educational role of TV, 10) causes and results of drop-outs.

236. LEGOWICZ, JAN: **Problem wychowania ideowo-społecznego współczesnej młodzieży.** (Problem of Citizenship Education of Contemporary Youth). *Wychowanie Obywatelskie* 1969, No. 10, pp. 1–4, 1970, No. 1, pp. 1–4, No. 2, pp. 2–5.

Socialist society requires secondary and higher schooling to provide national economy with well trained, responsible specialists of high professional as well as moral standing and culture. Thus in socialist pedagogy vocational training must be strictly connected with social and moral education. Discussing attitude formation and shaping of the outlook upon the world the author sets forth the following postulates: 1) possibility should be considered to introduce elements of social and moral education at each lesson, 2) new educational conceptions should be found and constant evaluation of the efficiency of social and moral education carried out, 3) subject-matter taught should be analyzed with regard to ideological principles of the society in order to find moral values to be introduced to didactic elements, 4) personal responsibility of the teachers should be increased as far as their pupils' attitudes are concerned.

237. MARCZUK, MIECZYSŁAW (ed.): **Badania i eksperymenty na Lubelszczyźnie 1964–69.** (Educational Research in the District of Lublin in the Years 1964–69). Prezydium Wojewódzkiej Rady Narodowej w Lublinie, Kuratorium Okręgu Szkolnego, Lublin 1969, 336 pp.

The third volume of educational materials for the session on the achievements of schooling in the district of Lublin includes 25 articles discussing various researches and educational experiments carried out in the years 1964–69. Experiments were aimed at improvement and modernization of: 1) initial instruction, 2) process of instruction in chosen humanistic subject-matters (Polish, German, history, geography), 3) plastic education and physical training, 4) polytechnical training, 5) vocational training, 6)

adult instruction. Each group of problems is dealt with in a separate chapter composed of several articles. Most of them are reports, some, however, are of an analytic character. The last chapter comprises analysis of research on the teaching staff. Bibliography of the subject prepared by K. Marzec is included.

238. MARCZUK, MIECZYSŁAW (ed.): **Główne problemy rozwoju szkolnictwa na Lubelszczyźnie 1944–1969.** (Main Problems of the Development of Schooling in the District of Lublin in the Years 1944–1969). Prezydium Wojewódzkiej Rady Narodowej w Lublinie, Kuratorium Okręgu Szkolnego, Lublin 1969, 67 pp.

The book is the first volume of a three-volume publication including materials for the session on the achievements of schooling in the district of Lublin in the course of the last 25 years. The book includes an introductory part, article entitled "Problems of the Development of Schooling in the District of Lublin in the Years 1944–1969" and bibliography of the same problem prepared by K. Marzec. The authors of the above mentioned article — Czesław Wójcik and Władysław Woś — present achievements of the region in school building, kindergarten, primary, vocational, secondary, special and higher education as well as in the quality of the teaching staff. The present publication is to form background for minute analysis to be included in volumes II and III, considerable part of which will be devoted to the so-called Lublin experiment in the field of education.

239. MARCZUK, MIECZYSŁAW (ed.): **Ruch nowatorstwa pedagogicznego na Lubelszczyźnie.** (Educational Experiments in the District of Lublin). Prezydium Wojewódzkiej Rady Narodowej w Lublinie, Kuratorium Okręgu Szkolnego, Lublin 1969, 579 pp.

The present publication is the second volume of educational materials prepared for the session on the achievements of schooling in the District of Lublin in the twenty five years of the Polish People's Republic. Silhouettes of prominent members of the Educational Board of the City of Lublin are also presented as well as of research work-

ers of the Lublin University and of outstanding teachers in model and experimental schools who contributed to the modernization of the didactic-educational system. The leading article, written by professor K. Lech creator of theoretical conceptions and leader of modernization movement, includes description of educational attainments obtained in the course of applying his system of combining theory and practice to school instruction. Next two articles discuss the role of supervisory staff, centers for teaching methods, research centers and of the Polish Teachers' Association. Articles in part II present results of the bringing up to date movement in schools of various levels and those in chapter III — give examples of applying the new system at lessons of biology, history and plastic education. Chapter IV written by E. Fleming, research worker in the Institute for Education, and by six other authors is devoted to the mass experiment in popularization conducted in the outstanding district of Puławy. The last chapter includes 14 reports on educational work in schools under scientific supervision of the Institute for Education or of the University of Lublin. Final article by K. Kącki deals with principles and perspectives of the movement. Bibliography of the subject by K. Marzec is included.

240. OKOŃ, WINCENTY: **Nauka a treść wykształcenia ogólnego.** (Science and the Contents of General Education). *Ruch Pedagogiczny* 1970, No. 1, pp. 1–15.

The author points out increasing convergence between the contents of general education on one hand and contents structure and methods of science on the other. Comparison can be based on the four components of science, i.e. scientific facts, notions, laws and theories. The confrontation of the contents of science and contents of general education is due not only to the selection of scientific elements according to the needs of education but also to the problems of their scaling. The influence of science on teaching and learning processes is of great significance since the similarity of scientific and educational contents increases the correlation between methods of learning and method of scientific research.

241. PIETER, JÓZEF: **Przeciążenie uczniów szkolnych.** (Overburdening with School Work). *Chowanna* 1969, No. 4, pp. 411–422.

The article is an attempt to define the nature of overburdening with school work, its causes and preventive measures that should be undertaken in this respect.
According to the author, overburdening is caused by the rapid progress in the field of science and technical development and the desire to include all new, important information in the curricula.
Discussing preventive measures the author points to the necessity for carrying out adequate logical and educational selection of information based on its practical application, stressing correlation of various school-subjects and introducing new, effective methods of instruction and learning. In the author's opinion the realization of all postulates mentioned in the article alongside with the reorganization of school system will definitely solve the problem of overburdening.

242. SIEMAK-TYLIKOWSKA, ALICJA: **O niektórych metodach badania treści nauczania.** (On Some Methods of Research on Teaching Contents). *Kwartalnik Pedagogiczny* 1970, No. 1, pp. 123–130.

Mathematical apparatus of graph and matrix has been applied to the programmed instruction for the sake of selection and grading. The method in question might be as well used for analyzing curricula, traditional school handbooks, relations between book chapters, etc. The author presents principles applying graph-matrix method to investigations of traditional school handbooks, relations between book chapters, etc. The author presents principles applying graph-matrix method to investigations of traditional texts providing examples of such an analysis concerning a handbook for biology grade 4. The fact is stressed that data obtained in the course of analysis according to graph-matrix method are insufficient, since they refer merely to factual and logic aspects of the text. No information is, however, provided on the degree of difficulty, quality of the text with respect to terminology, number of examples, etc. Any text can, thus, be properly evalu-

ated only in the case, when both graph-matrix method and empirical verification are applied.

243. SUCHODOLSKI, BOGDAN: **Proces kształcenia się ludzi w Polsce a dalszy rozwój pedagogiki.** (Process of Instruction and the Further Development of Educational Sciences). *Nowa Szkoła* 1970, No. 1, pp. 7–11.

The article is part of a report delivered at the International Educational Congress, Warsaw, 4–9 September 1970. The author investigates factors influencing dynamic development in participation of people in culture and concludes that professional educators are not indispensable for the cultural awakening of the masses.
Another problem dealt with by the author pertains to social and economic structure of our country which allows to satisfy human needs from national and not from individual means. Further parts of the article are devoted to considerations on central problems of educational sciences, stress being laid on attitude formation.

244. WILOCH, TADEUSZ J.: **Wprowadzenie do pedagogiki porównawczej.** (Introduction to Comparative Pedagogy). Państwowe Wydawnictwo Naukowe, Warszawa 1970, 237 pp.

The book is the first Polish publication presenting analysis of research results in the field of comparative pedagogy. Chapter 1 is devoted to the origin of this discipline and its main conceptions, chapter 2 discusses structure of comparative studies in education, chapter 3 presents criteria of evaluation and chapter 4 states the place of comparative pedagogy among educational sciences. In the author's opinion comparative pedagogy investigating educational phenomena in various arrangements as determined by the course of history and by certain conditions of the present-day existence forms empirical basis for educational sciences and facilitates detecting regularities in educational processes. The author also postulates experimental work in this field.

245. WINCŁAWSKI, WŁODZIMIERZ: **Przemiany ideowe zadań i środków wychowawczych w rodzinach chłopskich.** (Changes

in the Ideals Objectives and Tasks in the Field of Education in a Peasant Family). *Klasy Łączone* 1969, No. 5, pp. 268–276.

The author points out the factors of changes in the educational ideals of a peasant family. Educational ideals in the past were determined by the family's attitude toward land and by their connections with the social reality. In the times when possessing land was considered to be the highest value and family participated merely in the local community, educational ideals consisted in the best possible preparation for agricultural work. At the end of 19th century peasant educational ideals have been enriched while a village community started to participate in a community of a higher rank. Ideals then cover some additional features as e.g. literacy. Education has not yet become combined with personality development, being a factor necessary for the proper management of a farm. Processes of urbanization and industrialization that took place in the Polish People's Republic resulted in the fact that the main value was then constituted by the personal happiness of the members of the family. Training children in non-agricultural professions is a common phenomenon of the present-day country.

246. ZBOROWSKI, JAN: **Zasady organizacji procesu wychowania.** (Principles of Organizing Educational Process). *Nauczyciel i Wychowanie* 1969, No. 1, pp. 55–71.

In the consideration on the nature and subject of educational process and its organization the author investigates the following principles of teaching and upbringing in school a) links between school education and life of the community, b) education through activity, c) personalization of educational tasks, d) integration and coordination of the educational processes, e) self-government and collectivization, f) economization of educational work, and g) verification of efficiency in educational activity.

247. ZIELENIEWSKI, JAN: **Rola szkoły we wpajaniu uczniom zasad dobrej roboty.** (Role of School in Getting Pupils Used to Principles of Efficient Work. *Nauczyciel i Wychowanie* 1969, No. 6, pp. 18–21.

The author presents his conception pertaining to proper organization and efficiency of work. He also sets forth a number of postulates to be incorporated in the teaching of various subjects: a) importance of conscientious work stressed by the teacher's personal example and his demands, b) consideration of requirements resulting from control of pupil's knowledge as examples of demands set forth by the society for its members, c) implanting stress principles of efficient learning, planning brain work and following self-prepared plans, d) evaluating pupils' knowledge and taking into account precision and thoroughness of their individual work. The author suggests to introduce efficiency of work as a separate subject taught in every teacher training institution.

V. THE TEACHER'S PROFESSION

248. BUŁAWSKI, KAZIMIERZ: **Badania autorytetu nauczyciela.** (Research on the Teacher's Authority). *Szkoła Zawodowa* 1969, No. 11, pp. 34–36.

The author declares that it is not possible to state the teacher's authority without investigating pupils' opinions, since their answers reflect those features of the teacher's character which are difficult to discern. Research on teacher's authority can be carried out by means of a questionnaire, opinion-investigations or card-method. In the first two cases pupils' answers are anonymous, the third one brings about danger of the recognition through the pupil's handwriting. The article presents results of the research on the teacher's authority in vocational schools, i.e. 1) indicators of the teacher's authority in comparison with the authority of other teachers, 2) indicator of the teacher's authority according to the length of his practice, 3) correlation between the indicator of the teacher's authority and the type of the subject taught. Statistical data have been based on the answers of 648 pupils of the full secondary vocational school and 325 pupils of the non-full secondary technical school. Research results help the headmaster or director of the school to decide which

teacher with what type of indicators should become a formmaster in a given group of pupils. A proper diagnosis of individual teacher's authority will prevent a considerable number of didactic and educational failures.

249. ENDER, JANINA: **Początki kształcenia nauczycielek w Polsce.** (Beginnings of Training Women-Teachers in Poland). *Przegląd Historyczno-Oświatowy* 1970, No. 1, pp. 25–37.

Education for women has been discussed in Poland at the end of 18th century by the Commission on Education and the beginning of 19th century by the Chamber of Education. The plans for 1807 provided the organization of the first school for women-teachers and necessary funds were entered in the budget. Difficult political situation and financial obstacles hindered the realization of this plan. The problem was taken up at the sessions of the Diet of the Congress Kingdom in the years 1818 and 1820 and the first college for women-teachers was established in 1825. Two years later it was changed into the Educational Institute for Women and in this form preserved its state character during the next 10 years. The Institute played an important role in the popularization of education and trained a considerable number of valuable women-teachers.

250. HELLWIG, JAN: **Z badań nad problemami nauczycieli studiujących.** (Research on Studying Teachers). *Nauczyciel i Wychowanie* 1969, No. 6, pp. 78–85.

The author discusses all facilities introduced by the state in order to provide aid for teachers studying in extramural or evening faculties as well as the actual realization of these facilities. Data collected in the course of research carried out by the author pertain to the problems of distribution of information on studies, recruitment for studies, priviledges of the studying teachers, their financial status and family situation.

251. JABŁOŃSKI, HENRYK: **O społecznej roli nauczyciela.** (On the Social Role of the Teacher). *Życie Szkoły Wyższej* 1960, No. 1, pp. 3–12.

The speech delivered by the Minister of Education and Higher Education at the celebrations of the Teacher's Day in Warsaw, November 20, 1969. Considerable stress is laid on the tasks and perspectives of primary and secondary schools, as those which determine general efficiency of the national system of education. They also form the basis for all existing educational activities as well as for the work of higher schools. Research cannot develop earlier than after the whole educational system has been established.
The Minister points out significant role of the teacher as an initiator of knowledge on various levels of instruction, of scientific achievements and of their practical applications.

252. MACIASZEK, MAKSYMILIAN: **Start zawodowy nauczyciela.** (Professional Start of a Teacher). Ed. 2. Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1970, 218 pp.

The author presents analysis of young teachers' professional work at the beginning of their careers. Attention is concentrated on the shift from learning functions to professional functions occurring at the moment of graduates' leaving institutions of teacher training for work in school. The main hypothesis of the author's research is that teacher's success is correlated with conditions and interpersonal relations at the institution of employment, and with his own personal activeness.
Research was based on data obtained from young teachers and collected by the group of research workers. The publication is thus composed of two parts. Part I includes autobiographical papers by young teachers. Part II is an analysis carried out by research workers. Problems under examination and research techniques are discussed in detail in the introduction. Although didactic-educational work of young teachers is in the center of interest attention is also focused on psychological and sociological aspects of the problem.

253. OMYLIŃSKA, URSZULA: **Wpływ fizycznej aparycji nauczyciela na ucznia.** (Influence of the Teacher's Personal Appearance on His Pupils). *Chowanna* 1970, No. 1, pp. 10–28.

Success in the didactic-educational work of a teacher is among others influenced by his appearance i.e. looks, complexion, mimicry and health. In order to state the degree of the influence exerted by the teacher's appearance on his professional success, research has been carried out by the author by the following research-techniques: scales for appearance observations, student questionnaires, free verbal expressions on the part of the teacher and on the part of the students in the matters of appearance. Four scales have been used for observations of face, silhouette, mimicry and expression. Research covered 107 pupils of grade 8 in the region of Katowice. Pupils have evaluated appearance of a freely chosen teacher according to the scales presented by the researcher. Evaluation ranged from 1 to 5 points. After having filled in the questionnaires pupils wrote a composition entitled "Recollections of Teacher's Appearance". In the course of research the degree of pupils' interest in the appearance of the teacher has been established as well their reaction to his physical features.

254. PIETER, JÓZEF: **Samokształcenie a doskonalenie kadr oświatowych.** (Self-Instruction and In-Service Training of Educational Staff). *Nauczyciel i Wychowanie* 1969, No. 6, pp. 63–70.

The author considers problems of relation between self-instruction as long range cognitive activity and in-service training of educational staff. The two processes are to some extent supplementary there exists, however, difference resulting from independent development of both forms of training. Gradual approach consists mostly from similar assumptions, objectives and social opportunities. The author focuses his attention on psychological aspects of self-instruction and on organizational aspects of in-service training.

255. PIETER, JÓZEF: **Wpływ nauczyciela na uczniów.** (Influence of Teacher upon Pupils). *Chowanna* 1970, No. 1, pp. 1–9.

The article is an introduction to further publications on the subject included in the same copy of "Chowanna". J. Pieter points out numerous methodological difficulties in research on the influence of the teacher upon his pupils.

The difficulties, according to the author, result from the complex character of the problem. The teacher's influence is twofold: exerted through didactic and educational contents and through methods of work applied. This pertains to planned however, an unplanned one, occurs regularly as a natural result of teacher's individuality and physical appearance. Pupil's attention is most often focused on any deviations from the average both in the teacher's appearance and in his behavior. Positive or negative influence of the teacher depends on the direction of deviation whether positive or negative. The author expresses the opinion, that natural didactic experiments cannot be applied to this field. He also states that the best method to be used is case study especially study of exceptional and extreme cases.

256. POPLUCZ, JAN: **Skuteczność lektur pedagogicznych.** Z badań nad samokształceniem nauczycieli. (Effectiveness of Educational Readings. Research on Teacher's Self-Instruction). *Życie Szkoły* 1969, No. 11, pp. 42–49.

Research aimed at presenting the correlation between various ways of studying a book and the degree of its reception, differences in education and experience being taken into consideration. The teachers under examination were asked to read fragments of three educational publications submitted by the author. They were also informed that the books in question will be discussed at a conference. Various possible types of studying educational publications have been observed: a) careful reading, b) fragmentary reading, c) skimming, d) reading and making notes, e) reading with explications, f) critical and sophisticated reading.

Research results revealed a high degree of correlation between the quality of mental work connected with the reading of an educational book and the effects of this work. Effects are also influenced by the actually possessed knowledge on the subject and the experience of the reader.

257. SZYDŁO, ANNA: **Oddziaływanie autorytetu nauczyciela na uczniów.** (Influence of the Teacher's Authority upon His Pupils). *Chowanna* 1970, No. 1, pp. 91–100.

The author presents research on intellectual and moral authority of a teacher carried out on a sample of 200 17- and 18-year-olds by means of a specially worked out observation technique. Technique in question has been arrived at through the analysis of answers given by the pupils to a questionnaire pertaining to features included in the notion "moral and intellectual authority". Observations have been noted on a five-point scale. At the next stage of work techniques of stating pupils' self-dependence were prepared as well as techniques of evaluating teachers work on developing that particular quality. The last stage consisted in research carried out in two groups of 100 pupils, one group staying under the influence of the teacher who was highly evaluated as a moral authority, another — under that of a teacher considered to be intellectual authority. Afterwards pupils have been evaluated according to their self-dependence, socialization, initiative, activeness and interests. Significant differences have been noted. Research revealed correlation between moral and intellectual authority and the development of self-dependence and initiative in pupils.

See also: 294.

VI. SCHOOLS AND INSTITUTIONS

VI. 1. PRESCHOOL

258. BORUŃ, HALINA and WIRSKA, ANIELA: **Książki pomagające nam w uspołecznianiu trzylatków.** (Books Helping Us in the Socialization of 3 year Olds). *Wychowanie w Przedszkolu* 1969, No. 11, pp. 528–534.

The author draws attention to the role of a properly chosen book for three year olds, stating that it facilitates fulfilling educational tasks, aids to create proper attitudes toward outer world, evokes interest in the surrounding reality, develops imagination, widens cognitive capabilities and provides experience.

The authors give examples of the proper utilization of books for children in educational work of a kindergarten

getting them acquainted with the books and accustomed to respect reading matter.

259. MOROZ, HENRYK: **Umiejętności rachunkowe dziecka siedmioletniego.** (Calculating Abilities in Seven-Year-Olds). *Wychowanie w Przedszkolu* 1969, No. 12, pp. 577–586.

Educational sciences have proved that abilities of 7 year olds are greater than the demands of the Polish curricula in mathematics. The author carried out research in 100 children from rural areas and 100 children from urban districts. The author's conclusions are based on minute analysis of operations carried out by the children on concrete objects, their verbal behavior, paralinguistic elements and parents' explanations. Research revealed that 1) most of the children under examination possess knowledge introduced in grade 1 when enrolling in school, 2) multiplication and division can be well included in the curriculum of grade 1, 3) urban children prove to be better at reading and writing numerical symbols than rural children, the ability to carry out mathematical operations is, however, the same, 4) lack of experience and not limited cognitive abilities are the most common source of failure in the instruction at initial level.

260. SAWICKA, JANINA and JAROSIŃSKA, TERESA: **Przyroda bliżej dziecka.** (Child and Nature). *Wychowanie w Przedszkolu* 1969, No. 11, pp. 542–545.

The article contains a description of the course of educational work in two kindergartens in its aspects of getting children acquainted with nature. Several examples of work in the garden are presented: growing flowers, feeding birds and animals, carrying out observations of nature. Many illustrations of various forms of children's activities are included.

VI. 2. PRIMARY

261. BRYDAK, ZOFIA: **Wytyczamy kierunki działania.** Z warsztatu prac nad programami WF. (Curriculum Construction in Physical Trainning). *Wychowanie Fizyczne i Higiena Szkolna* 1969, No. 9, pp. 18–19.

The present system of constructing curricula in physical training has been started by the Act of July 15, 1961 on the development of education. The Act in question postulates the universal development of children, i.e. demands stronger stress on physical training in schools. Committee for curriculum construction has been established including prominent Polish theoreticians of the subjects and outstanding teachers. Curriculum for primary schools prepared by the Committee has been in force since November 1, 1963 and served as a basis for other reformed schools: secondary, general, vocational, special and nursery. Main principle of curriculum construction is wide discussion on the subject in various institutions, unions and organizations interested in this problem. Questionnaire on the usefulness of the new curriculum has been sent to a great number of teachers. Considerable part of remarks have been included in the final version. The present task of the committee lies in research on the effectiveness of instruction according to new curricula. Confrontation with curriculum work in other countries is also carried out.

262. BUKAŁOWA, DANUTA: **Gdzie rodzą się trudności?** (Where the Difficulties Spring). *Głos Nauczycielski* 1970, No. 6, p. 8.

The author discusses problems of initial instruction stressing the fact that grades 1–4 form a basis for the entire process of future instruction. The present curricula do not cover all children's interests and abilities. Educational attainment in these grades is considerably high without being a reflection of pupils' capabilities. The author also points out the necessity to improve the level of teaching methods and to provide experienced teachers for the elementary stage.

263. CYDZIK, ZOFIA: **Modernizacja treści i metod nauczania matematyki w klasach 1–4.** (Modernization of Contents and Methods of Teaching Math in Grades I–IV). *Życie Szkoły* 1969, No. 12, pp. 1–12.

The need for high mathematical qualifications has been formed as a result of the rapid progress of mathematical sciences and their high rank in all fields of science. Mathematics has proved to be an indispensable element of

general education and as such cannot be taught according to traditional out-dated curricula and methods of instruction. The author discusses most important changes in the curricula of mathematics necessary for substantial increase in the efficiency of instruction. Basic tendency in the teaching of mathematics rests in systematization and integration of mathematical notions introduced in the primary school. Discussing formation of the notion of number and that of mathematical operations the author stresses the importance of the knowledge of sets and relations which find their application in the initial instruction of mathematics. There is also a tendency to introduce elements of algebra to the initial grades, which will then facilitate the solutions of more complex mathematical problems. The exclusive application of the algebraic method can, however, result in the schematization of pupils thinking. Thus both algebraic and mathematical method should be applied interchangeably without any clear dominance of one of them.

264. CZARNUCH, Z. and CZERWIŃSKI, J. and SOWIŃSKA, H.: **Doświadczenia poznańskie.** (Educational Experience of Poznań). *Nowa Szkoła* 1970, No, 3, pp. 25–31.

Section for the Theory of Education at the University of Poznań has started attempts to introduce an uniform educational system in several primary schools. The authors discuss principal assumptions of the experiment and its course. Objectives pertained to the socio-ideological program, i.e. to the activities of a class collective, youth self-government, out-of school activities, etc. The article presents a number of examples illustrating various forms of fulfilling these tasks.

265. DĄBROWSKI, ZYGMUNT: **Wciąż niewykorzystana szansa wychowania technicznego.** (Lost Opportunities of Polytechnical Training). *Nowa Szkoła* 1970, No. 3, pp. 10–13.

Present-day life creates numerous demands for polytechnical training, which results from the rapid technological progress and increased physical and intellectual capabilities of man. In future type and quality of these capabilities will certainly be changed. The author discusses problems

of technological culture in adolescents trying to answer the following questions: 1) How do secondary schools prepare students for effective acting in technological society?, 2) Is polytechnic training in schools provided with indispensable equippment for fulfilling its important tasks? Numerous deficiencies in the present-day polytechnic training are discussed. Suggestions on methods of improving the present situation in this field are presented.

266. GAŁECKI, WŁODZIMIERZ and SĘDZIWY, HENRYK: **Organizacja pracy w szkole.** (Organization of Work in School). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1969, 412 pp.

The book includes a set of instruction and advice for principals. Since the work of a school headmaster is extremely complicated and requires specific traits of character, the authors devoted the whole chapter to problems of the principal's personality. The successive chapters of the book include discussion of various elements pertaining to administrative work in school, i.e. organization of the schoolyear, activities of educational board, educational processes in school, examinations, activities of the principal as an educator, etc. Exemplificatory plans of activities for school institutions, clubs and societies are included in the annex.

267. GÓRSKA, JANINA: **Sprawdzanie zasobu wiedzy uczniów z matematyki za pomocą tekstów programowanych w klasach łączonych.** (Controlling Pupils' Knowledge in the Field of Mathematics by Means of Programmed Texts in Combined Classes). *Klasy Łączone* 1969, No. 6, 340–355.

The author presents programmed texts pertaining to trigonometric functions of a sharp angle adjusted to the conditions for didactic work in combined classes. Instruction and advice on the ways of their application is included. Using information programmed by the author it is possible to measure the amount of knowledge at the starting point of instruction, control information preceding the introduction of trigonometric functions of a sharp angle and establish the final amount of pupils' knowledge. Information presented in the article can also be utilized when introduc-

ing mathematical notions and when filling in gaps in the amount of knowledge on the part of backward pupils.

268. KWIECIŃSKA, FELICJA E.: **Zróżnicowanie zasobu umysłowego wiejskich siedmiolatków.** (Differentiation of Mental Capacities in Rural Seven-Year-Olds). *Życie Szkoły* 1969, No. 11, pp. 49–53.

The article is devoted to problems of mental capacities of rural seven-year-olds. A comparative study has been carried out in two villages. The first one was situated off highways in an agricultural, unindustrial region isolated by natural hills and inhabited in 90 percent by peasants. The second one was situated by the highway and provided with a number of educational and trade institutions, inhabited by peasant-workers and a considerable number of mental workers.

In the research an ample questionnaire by J. W. Dawid has been utilized then completed by B. Wilgocka-Okoń. Significant differences between the two villages have been noted, results being unfavorable for the children from the peripheric village.

Children coming from the village in the industrial region are much closer in respect of their mental capacity and experience to urban children than to those of other small and isolated villages. Here, however, great dispersion is striking, the number of correct responses ranging from 85 to 169, maximum being 195.

Research results confirm the general observations that arriving at a given level of school educational attainment is considerably more difficult for village teachers than it is for their colleagues in towns.

269. LASOCKI, JÓZEF KAROL and POWROŹNIAK, JÓZEF: **Wychowanie muzyczne w szkole.** (Music Education in School). Polskie Wydawnictwo Muzyczne, Kraków 1970, 441 pp.

The book includes information indispensable for the teacher of music in primary and general secondary school. Theoretical investigations as well as practical advice form 14 chapters which fall into two main parts. Part I by J. K. Lasocki presents basic information from the field of general and developmental psychology, psychology of

music, education and general theory of instruction. Much attention is also paid to problems of teacher personality, his qualifications, training and activity. Part I also includes review of various opinions on art, music and their role in over-all education of a young man. Part II gives outlines of the history of teaching methods in music as well as demonstrates useful ways of introducing particular problems included in the curricula for primary and secondary school. Brief description of teaching methods abroad and a review of the present state of Polish music are also presented.

270. LEWOWICKI, TADEUSZ: **Motywy uczenia się języka rosyjskiego w szkole podstawowej.** (Motives for the Learning of Russian in Primary School). *Kwartalnik Pedagogiczny* 1970, No. 1, pp. 99–110.

The author presents results of his research on attitudes of 333 pupils in grade 5–8 of two Warsaw primary schools to the learning of Russian. Their difficulties encountered in the course of instruction have also been investigated as well as influences exerted upon motivation by the following factors: period of instruction, teaching methods, educational attainment, sojourn abroad, conversations in the foreign language, pen-pals, social origin, knowledge of foreign languages in the family, etc. Research techniques were: school-document analysis, student questionnaires, direct observation in the course of lessons at school. The following conclusions are presented: 1) the number of pupils with a high degree of motivation decreases with the course of instruction, 2) high degree of motivation is correlated with good educational attainment, while insufficient attainment hinders motivation, 3) positive attitude toward language learning is formed as a result of the conviction of its usefulness, 4) pen-pals abroad as well as possibilities to talk in a foreign language, are factors considerably increasing the degree of motivation, 5) motivation is not significantly influenced by social sign of pupils.

271. MARZEC, TADEUSZ: **Budżet uczniów starszych klas szkoły podstawowej.** (Time Budget of the Pupils in Higher Grades

of Primary School). *Ruch Pedagogiczny* 1970, No. 1, pp. 100–112.

The article presents results of research on the time budget of pupils in higher grades of primary school. Investigations aimed at establishing correlations between school and out-of-school life of the children and were supposed to answer the following questions: How is working time and leisure time used by the pupils? How is the organization of pupils' every day activities at home? Research covered 1230 pupils of grades 5–8 in two groups. Pupils in one group came from two urban schools, one of them grouping mostly working class, the second grouping mostly children of white collar parents. Pupils in group two came from rural schools. Investigations were based on compositions written by the pupils and on observation carried out according to instruction by the researcher. Investigations have been conducted in summer and in winter. The author presents details pertaining to the organization of every day life according to the pupils' origin, social group and family relations.

272. OLSZAŃSKI, JÓZEF: **Z badań nad wskaźnikami aktywności w procesie uczenia się.** (Research on the Learning Activeness). *Życie Szkoły* 1969, No. 11, pp. 34–42.

Research has been carried out in the course of nine lessons of the Polish language in grades 3 of equal educational level. Teachers activities have been identical, procedures being determined by a plan common for all the schools. On the third day research on the reception of contents of a reading-piece has been started. Each item could be measured as a new variable and represented in numbers. Indicators for the following nine various forms of learning have been thus stated 1) reading, 2) speaking, 3) writting, 4) student's story, 5) demonstration, 6) underlining important information in the text, 7) finding out answers to questions presented by the teacher, 8) finding out justifications of the previously given hypotheses, 9) story by the teacher. Research of the same type has been then carried out in grades 6 in order to find out differences resulting from the age of the pupil and from the increasing difficulty of the text. Research served to detect four main

indicators of learning activeness: 1) indicator of reception (correct response), 2) indicator of incertitude, (incomplete response), 3) indicator of mistake (incorrect response), 4) indicator of entropy (no answer).

273. POPIELSKI, BOLESŁAW: **O wychowaniu seksualnym.** (On Sexual Education). *Życie Szkoły* 1969, No. 12, pp. 12–16.

The article is written by a physician who provides instructions on the way of discussing sexual problems with children and gives examples of answers to the most typical questions. Sexual education is a part of general education which is usually carried out by parents. Later on it is partly continued by school and society. Explication of complicated sexual problems cannot take place in the course of a single discussion, it should be a long process of gradual making children aware of these problems.
Parents should not avoid talking to their children on these subjects, since any other way of acting alongside with punishment applied for the child's interest in this field usually brings about serious psychic disturbancies. There is no single prescription for the way of transmitting information from this field to children. The author, however, presents general rules useful for parents and educators, e.g. children's questions should never be provoked by the grown-ups, while the answers in case they are awaited ought to be true and adjusted to the age and the mental capacity of a child.

274. SZAJEK, STANISŁAW: **Kształcenie politechniczne a zawodowe.** (Technical and Vocational Training). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1970, 266 pp.

The book presents results of research on correlations between the curricula in primary and vocational schools, in the course of technical training in primary schools and its influence upon the choice of a profession and on educational attainment in vocational schools. Research in this subject has been carried out in the years 1959–1966 in several non-full as well as full secondary vocational schools for mechanics, electronics and agriculture. All pupils of the above mentioned schools are graduates of eight year primary school, thus curricula of schools of this par-

ticular level are considered to be the basis for further analysis. Research and its objectives have been stimulated by the ordinance of the Minister of Education and Higher Education on the necessity to introduce technical training to primary schools and to make it a factor influencing the choice of a profession thus forming an important element in the didactic-educational work of schools.

275. ZBOROWSKI, JAN: **Problem przeciążenia nauką szkolną.** (Overburdening with School Instruction). *Chowanna* 1964, No. 4, pp. 423–441.

The author presents results of research by participants of the undergraduate seminar at the University of Silesia overburdening with school instruction. Research covered 233 pupils of grade 5 and 10 and aimed at finding out sources of overburdening as well as discovering effective preventive measures. Research techniques were: interview, student questionnaire and teacher inquiry, the latter taken up by 46 educators. Investigations carried out by 2 participants of the above mentioned seminar and pertaining to partial and complete liquidation of homework in biology grade 6 have also been taken into consideration. Research revealed two crucial factors preventing overburdening, i.e. regulating the process of self-instruction supervised by the teacher in the course of school lessons and precise didactic planning on the part of school.

See also: 308.

VI. 3. SECONDARY

276. BARANKIEWICZ, HALINA: **Oczekiwania i postulaty młodzieży szkół średnich.** (Expectations of the Secondary School Youth). *Problemy Opiekuńczo-Wychowawcze* 1969, No. 9, pp. 9–13.

Research has been carried out in order to get acquainted with the opinions of secondary school pupils in the matters of school regulations. 802 answers have been obtained to the question "What changes would you like to introduce to the organization of school work?" Critical answers forming 86 percent of the total number have been divided into three groups: a) answers reflecting expectations ex-

pressed by the pupils of all grades, b) postulates set forth by the pupils of higher grades. c) those formulated by the pupils of lower grades. The following conclusions have been arrived at by the author:
1) Significant developmental changes can be observed by the comparison of answers given by pupils in lower and in higher grades, 2) Definite requirements included in school regulations that are never discussed with the pupils do not contribute to the increase of the school authority in spite of expectations in this respect, 3) Norms and punishments applied in order to realize the requirements form an element of organized pression and as such do not result in approval of school standards, and therefore expected improvement in pupils' behavior is not observed.

277. BERNE, IRENA: **Praca domowa z geografii w szkole średniej.** (Homework in Geography on the Secondary Level of Instruction). *Geografia w Szkole* 1970, No. 1, pp. 18–25.

Homeworks form an important element of the process of teaching geography. They are usually closely connected with the subject of the lesson and aim at deepening, completing and fixing pupils' knowledge, as well as at developing self-dependence in thinking and acting. The author presents various examples of possible forms of homeworks, e.g. exercises with statistical data, making tables of data, analyses, sketch preparing, map reading etc. Preparing reports on subjects interesting for the pupil is one of the most effective ways of increasing his knowledge. Choice of a homework depends on the subject of the lesson, level of pupils' interests, personality of a teacher and many other factors.

278. BOGDAŃSKA-ZAREMBINA, A. and HOUWALT, A. (ed.): **Metodyka nauczania chemii.** (Didactics of Chemistry). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1970, 273 pp.

The book forms a part of the series of publications on teaching methods issued by the Institute for Education, the authors being A. Bogdańska-Zarembina, A. Houwalt, N. Jaśkiewicz, E. Kowalik, B. Lenarcik, E. Łaszkiewicz, Z. Matysik, M. Michalski, R. Piosik. The book is composed

of 30 chapters grouped in the following six sections: I History of chemistry and the development of chemistry didactics, II Objectives in the teaching of chemistry, III Teaching and learning processes in chemistry, IV Organization of the teaching and learning processes, V School laboratory, its organization, equippment and application, VI Illustrative materials: examples of lessons and didactic information on the course of teaching chemistry in primary and general secondary school.

279. BORNHOLTZOWA, ADELA and DAABOWA, JADWIGA: **Próba zastosowania niektórych zasad i reguł programowania do analizy układu treści nauczania historii w szkole.** (Attempt to Apply Some Principles and Rules of Programming to the Analysis of Selection and Grading in History). *Kwartalnik Pedagogiczny* 1970, No. 1, pp 111–121.

The article presents part of research on the application of programming to history. Three main problems have been investigated: a) whether it is possible to program certain subjects in the field of history, b) whether programmed handbooks in history can be satisfactory and useful from the didactic point of view, c) to what extent definite sets of problems contribute to the improvement of conventional handbooks and satisfy present-day needs and requirements. The authors present a logical arrangement of a part of historical material pertaining to ancient history. The arrangement in question is based on the following assumptions: a) it is possible to utilize basic rules of programming in the field of history, b) it is worth while to prepare logical material free from digressions and factual gaps, c) it is possible to arrange parts of the teaching material in larger structures or in structures of a higher rank, so that theoretical, factual and logical ideas are properly arranged.

280. BORTNOWSKI, STANISŁAW: Jak ocenić ze sprawowania? (Grades in Behavior). *Głos Nauczycielski* 1970, No. 6, p. 9.

The author presents an experiment carried out in several secondary schools consisting in replacing the traditional scale of grading by a new system, in which every pupil

is separately evaluated according to his subordination and social activeness thus obtaining two grades in the field of behavior. Grades assigned by the teachers and by the youth are noted by the form-master in a register-book and summed up. The value of experiment lies in the high degree of activeness on the part of the pupils stimulated in their moral and social attitudes and in a higher status of the grade itself.

281. GRABOWSKI, JANUSZ: **Metodyka zajęć w pracowni technicznej.** (Classes in a School Workshop). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1970, 190 pp.

The publication is a guidebook for teachers and includes suggestions and information on operating machines, using equippment, conducting demonstrations mentioned in curricula and preparing ground for pupils' individual work. The book includes considerable amount of materials from the field of investigations of metals and mechanic examinations. Advice is provided so that it can be utilized in various types of vocational as well as general secondary schools. The book also includes information on the way of equipping workshops. Descriptions of maschinery and tools, sets of norms and lists of useful aids are added.

282. HEWRYK, LIDIA: **Rola dialogu w nauczaniu języka obcego.** (Dialogue in the Teaching of Foreign Lnaguages). *Języki Obce w Szkole* 1970, No. 5, pp. 277–281.

Problems of utilizating dialogues included in the handbook and of constructing new, teacher-made ones are discussed. The author presents principles of constructing diologues satisfactory from the didactic point of view. According to the author, dialogue should be: a) short, comprising two or more utterances, the number being dependent on the amount of pupil's knowledge of the language, b) including not more than one difficult structural or phonetic problem, c) utilizing widely used colloquial constructions, d) useful in a large number of everyday situations, d) built merely in a question-answer arrangement, e) properly graded as far as structural problems are concerned.

283. PISKOROWSKA, HANNA: **Z problematyki konstrukcji i weryfikacji testów językowych.** (Language Test Construction and Verification). Języki Obce w Szkole 1970, No. 2, pp. 88–94.

The article deals with the set of problems pertaining to language testing. The author concentrates on achievement tests in the field of foreign languages. Notions of verified and standardized tests are discussed as well as those of test validity and reliability. Examples of valid and invalid items are presented from the area of testing linguistic elements and skills. Simple and effective methods of establishing reliability coefficients are demonstrated as well as techniques for calculating discrimination index and introducing guess correction. The proper course of final item analysis is investigated, ample exemplificatory material being included. Much attention is paid to conditions of test administration and scoring. Ways of utilizing statistical data in individual and group diagnosing are discussed in detail.

284. RELL, JÓZEF: **Jak kształtuję postawy patriotyczne i internacjonalistyczne młodzieży licealnej.** (Formation of Patriotic and Internationalist Attitudes). *Wychowanie Obywatelskie* 1969, No. 9, pp. 28–30.

The article presents educational experiences of general secondary school in Skarżysko-Kamienna. Three elements are stressed: education through work, cultivating school traditions and popularization of personality patterns. Being aware of the significance of manual work, school gives pupils some tasks of material value for the society and for pupils themselves, the realization of which gives satisfaction and is understandable for the young people. Cultivation of tradition can be introduced in the course of organizing anniversaries of school establishment, etc. The author also gives examples of popularizing personality patterns through the so-called "School Golden Book" including descriptions of various pupils or graduates prominent for their attitudes and personality as well as people of special merits for the school. Internationalist attitudes are formed through stressing position of countries under external political pressure, popularizing information on their fight for liberation, meeting foreigners, etc. Impor-

tant role is played here by foreign excursions organized in cooperation with the Socialist Youth Organization.

285. SAWICKI, MIECZYSŁAW: **Integracja wiedzy w nauczaniu przyrodoznawstwa.** (Integration of Knowledge in Teaching Science). *Nowa Szkoła* 1970, No. 1, pp. 19–21.

Integration of science consists mainly of the unification of the linguistic register and research techniques. There is a growing demand to integrate knowledge on the part of the teachers of these disciplines in schools. New temporary curricula in mathematics, physics, chemistry and biology have been introduced lately, so according to the author's opinion integration can be carried out on two planes: 1) committees for curricula and handbooks should discuss possible changes with the representatives of remaining committees, 2) manuals for teachers should be published including information on the best methods leading to integrate knowledge in various disciplines.

286. SAWICKI, MIECZYSŁAW: **Postulat strukturalizacji w nauczaniu fizyki.** (Structuralization in the Teaching of Physics). *Fizyka w Szkole* 1970, No. 2, pp. 11–18.

The author distinguishes two main types of logical structures in physics as a subject-matter: 1) system of facts existing outside the human mind and being in mutual causal interaction, which should enter physics as a subject-matter in the shape of functional information, 2) system of notions or rules isomorphic to the set of material structures, which should enter physics program in school as scientific theories. Examples of the two types of structures are presented on the basis of which the author formulates the postulate of structuralization in selecting and grading. Description of structuralization in the section entitled "Physics of Semi-Conductors" is included. The next part of the article is devoted to research on didactic functions of structuralization, which has been carried out in the years 1965–68 on a sample of students in the Warsaw Teachers' College. Research proved that structuralization releases students from much of the material for memorization, provides operative knowledge through bringing

subject-matter closer to the structure of science and improves educational attainments.

287. TABOR, ADAM: **Lekcje geografii w wyższych klasach.** (Geography in Higher Grades). *Geografia w Szkole* 1969, No. 5, pp. 251–257.

Presently a new model of lessons is being promoted, where the teacher is merely an organizer of pupils' work. Students secure a given amount of knowledge themselves in the course of self-dependent and active school work, aiming at the solution of the problem suggested by the teacher. The structure of the lesson of a new type is based on didactic principles of instruction, i.e. on 1) motivation for learning, 2) programming elements and stages of instruction, 3) stimulating pupils, 4) systematizing educational attainment, 5) individualizing of instruction.
The author presents examples of lessons in grade 8 of the primary school and in grades 1 and 2 of the secondary school. Their main objective is to stimulate thinking processes in students so that they will consciously assimilate knowledge basing on mechanisms other than simple mechanical memory. A considerable number of audio-visual aids is utilized which serves much of the teacher's effort.

288. WOŹNICKI, TADEUSZ: **Okres bezpodręcznikowy pojęty jako kurs audiowizualny.** (Introductory Period of Oral Foreign Language Learning as Audio-Visual Course). *Języki Obce w Szkole* 1970, No. 2, pp. 84–88.

The author gives a critical review of traditional conceptions of introductory period in language learning and presents a new idea of the structure of the pre-handbook period. According to his opinion, the first problem to be dealt with in teaching beginners is the formation of the phonological basis. Structure of the first lessons of the foreign language should be based on the comparative study of phonems occurring in the native language of the learner and those existing in the foreign language to be taught. Articulation should not, however, be worked on in isolation because of the unavoidable boredom of instruction thus applied. The author suggests presenting phono-

logical oppositions in short sentences of most common grammatical structures filled in with words of high frequency indicator. Each sentence should be recorded by a native speaker and illustrated by slides. Thus, it should be possible to cover main articulatory points in the course of the introductory period providing students with a everyday vocabulary and useful grammatical structures according to basic didactic principles.

See also: 273.

VI. 4. VOCATIONAL

289. OWCZARZ, ELŻBIETA and RUSEK, EWA: **Kształtowanie stosunku do pracy uczniów szkoły zawodowej.** (Forming Pupils' Attitudes Toward Work in Vocational Schools). *Szkoła Zawodowa* 1969, No. 12, pp. 16–20.

The article presents research results obtained by the Section for Psychosociology of Labor at the Chair of the Science of Labor in the Academy of Minning and Metallurgy in Cracow. The authors discuss problems of attitude formation which should take place in the preparatory period in order to work out a proper attitude of a future worker toward his tasks both of a didactic and of a vocational character. The role of vocational schools is significant not only because of their contribution to the preparation of future specialists for the national economy but also because of their contribution to the formation of proper social attitudes.

An exemplificatory questionnaire and its results are presented in the article, the students' answers pertaining to the motives for the selection of faculty revealing their evaluation of curricula and showing their knowledge of the industrial plant in which they work and learn.

Research results show the necessity of carrying out vast informative activity which should be diveded into three stages, i.e., information before recruitment, information in the course of the recruitment and information imparted in the course of training.

See also: 211, 274, 302, 305.

VI. 5. HIGHER

290. CZYŻYK, KAZIMIERZ (ed): **Ocena poziomu przygotowania młodzieży do szkół wyższych w roku szkolnym 1968/69.** (Preparation of Youth for Studies in the Year 1968/69). Państwowe Wydawnictwo Naukowe, Kraków 1969, 305 pp.

This publication is the twelfth of the series of books on this subject issued by the Ministry of Education and Higher Education and presents the state of the candidates' preparation for studies. Evaluation is based on statistical data obtained from all higher schools in Poland as well as on reports by secondary school teachers participating in entrance examinations as members of recruitment commissions. The publication is composed of two parts. Part I includes general information on the course of entrance examinations, candidates, efficiency of instruction in secondary schools and their cooperation with the universities as well as statistical data pertaining to examinations in 1968 covering 96.800 candidates. Part II includes examination questions in all departments and precise data on the amount of candidates' knowledge in particular subjects.

291. GRZELAK, ZDZISŁAW: **Naukowcy stolicy o wychowaniu w wyższych uczelniach.** (Warsaw Scientists on the Upbringing in Higher Schools). *Życie Szkoły Wyższej* 1970, No. 2, pp. 75–78.

The article is based on the results of research on educational processes carried out in the Interdepartmental Section for Research on Higher Schooling. Questionnaire on the problems of education and upbringing in higher schools has been presented to 827 research workers employed in the higher schools of Warsaw. Stress has been laid on the understanding of the notion of educational work as well as on the objectives of educational activities in higher schools. 70 percent of persons under examination stated that preparing students for the future profession as well as getting students used to fulfilling their tasks as required by the country are the two most important objectives of educational work in higher schools. 70 percent, however, stressed character formation. Answers reveal that the greatest burden of educational work lies on young univer-

sity teachers who are relatively less prepared for proper carrying out work of that type. The author states the necessity to accomplish further analyses of educational environment in higher schools. Research results will obviously help to create proper ideological and moral profile of the students.

292. JANUSZKIEWICZ, FRANCISZEK: **O nowoczesny kształt dydaktyczny szkoły wyższej.** (Modern Didactics for Higher Schools). *Głos Nauczycielski* 1970, No. 4, p. 9.

On the example of several Polish higher schools the author investigates problems of graduates' preparation for a profession. In most cases lectures dominate in the methods of training, based on verbal activity completed by the students through reference books. In the present-day higher school didactics the role of self-instruction should, however, be stressed, information being obtained by the student through various channels. Various methods and means of instruction, e.g. film, television in a closed circuit, teaching machines, language laboratories, etc. should find their wide application in higher schools since the present didactic methods are no longer adequate.

293. JANUSZKIEWICZ, FRANCISZEK: **Telewizja dydaktyczna.** Telewizja w obwodzie zamkniętym w dydaktyce szkoły wyższej. (Didactic Television. Television in a Closed Circuit). Państwowe Wydawnictwo Naukowe, Warszawa 1970, 287 pp.

Television in a closed circuit is one of the most recent teaching aids introduced to the Polish higher schools. New techniques in colleges are still being subject to experiment and are widely discussed among theoreticians of education and practising university teachers. The present publication is a collection of articles aiming at the systematization of available information on the subject. The first article written by L. Leja presents models of television in a closed circuit and investigates correlations between models and the structure of a college. The second chapter by J. Ossowski gives a review of applications of TV open circuit in various countries and tries to transplant some of its uses to Polish TV in a closed circuit. The author also presents a number of indigenuible information on

installations and utilization of TV in a higher school. The following chapters include valuable data obtained from the organizers of so-called TV Polytechnics, i.e. series of lectures for extramural students of technical colleges. T. Klanowski presents suggestions pertaining to possible applications of TV in a closed circuit to curricula in humanities. J. Tymowski does the same as far as technical curricula are concerned. The next chapter presents actual solutions applied in the branch of the Warsaw Technical University in Plock. Further chapters are devoted to the role of TV in teaching foreign languages (L. Zabrocki) and medicine (E. Howorek). Final article by F. Januszkiewicz discusses relations of the university TV center with its didactic and administrative offices.

294. LEPALCZYK, IRENA: **Kształcenie podyplomowe absolwentów pedagogiki.** (Postgraduate Studies for Graduates of Educational Departments). *Życie Szkoły Wyższej* 1969, No. 12, pp. 92–96.

The article is a report on the activities of the postgraduate studies in social pedagogy at the University of Łódź. Work at the seminar covers three fields: 1) individual research (the student had to present research project, methodological assumptions, research techniques, organization of experiment), 2) presentation of researches that have already been carried out in various centers, 3) reports on seminars, conferences or foreign practice periods in which students have participated and reviews of Polish and foreign educational publications.

295. NAJDUCHOWSKA, HALINA: **Wychowawcze efekty i oceny studenckich praktyk robotniczych.** (Educational Effects and Evaluation of the Students' Working Practices). *Życie Szkoły Wyższej* 1970, No. 2, pp. 33–42.

In 1969 compulsory working practices were introduced for all students enrolled in the first year of higher schools. Objectives of this decision have been the following: 1) bringing youth closer to social and economic life of the country, 2) building up experience of the young people, 3) creating respect for manual work, 4) contribution to the development of the country, 5) preparation for future

profession. In order to find out if the above mentioned objectives have been attained, research has been carried out on students participating in working practices and on their supervisors, i.e. mostly undergraduates and young university teachers. 83 percent of supervisors under examination stated that working practices played an important educational role, first because of the educational influence of work itself and, second because of group relations developed in their course. Questionnaires proved that majority of students are satisfied with practices because of the usefulness of the accomplished work for studies and future profession, work in the fresh air and possibility to earn their own money. Students as well as supervisors stressed the importance of group relations explaining that they will not feel lonely at the beginning of their studies. Dissatisfaction noticed in a number of questionnaires was due to the type of work too heavy for some of the students and to the fact that practices thwarted some of the vacation plans of the young people.

296. ORZECHOWSKI, JACEK and SZYMAŃSKI, WŁODZIMIERZ: **Ocena wykładów w świetle ankiety przeprowadzonej wśród studentów.** (Evaluation of Lectures on the Basis of Students' Opinions). *Życie Szkoły Wyższej* 1969, No. 11, pp. 63–70.

The article presents data obtained from student's questionnaires pertaining to evaluation of lectures conducted in the Higher School for Agriculture in Lublin. Lectures in question are composed of a theoretical introduction to the set of problems to be worked out, then followed by a didactic film. In order to allow comparison students were presented lectures conducted according to various methods with various teaching aids varying from the conventional verbal lecture through lectures including didactic films, slides or filmstrips being a synthesis of slides and educational films.

Questionnaires given them to the students included general questions on the lecturing process and particular questions pertaining to the contents of the lectures. The questionnaires provided university authorities with a number of interesting data and revealed students' approval

of the present tendencies to modernize didactic-educational processes.

297. ROMANOWSKA-ŁAKOMA, HALINA: **Z badań nad postawami młodzieży studenckiej.** (Research on Students' Attitudes). *Życie Szkoły Wyższej* 1969, No. 11, pp. 71–76.

Research aimed at revealing students' and graduates' attitudes toward negative habits in our society. All persons under examination have been subjected to investigations according to the following research techniques: observation, interview, questionnaire and attitude scales. Conclusions achieved in the course of the research are the following: students from intelligentsia parents are often indifferent to social problems even in the course of their studies, those, on the other hand, who entertain a critical attitude are not able to express it constructively. Young people, although few of them do not perceive deficiencies in social life, have no skill to consistently realize their intentions. The author states that in order to stimulate potential abilities for positive activity in students, educational processes in higher schools should be stressed and linked with the didactic activity of college.

298. SŁOMKIEWICZ, STEFAN: **WSN w drugim roku pracy.** (Advanced Teachers' College in Its Second Year of Existence). *Wychowanie* 1970, No. 1/2, pp. 20–24.

Advanced Teachers' Colleges are higher vocational schools preparing highly qualified teachers for primary schools. The first two colleges of this type have been established within the University of Warsaw in the city of Warsaw and in Białystok branch of the University. Advanced Teachers' Colleges are composed of Sections and Departments, the most important task of which is the working out of a system of evaluating educational attainment in the course of studies. Educational problems are dealt with by the Council for Youth Affairs. Advanced Teachers' Colleges employ 10 docents and 19 doctors coming from various departments of the University of Warsaw. Curricula and teaching plans for the colleges have been worked out in a way enabling students to obtain M.A. degrees in

the course of 2–3years of further studies in an extramural system. Questionnaires filled out by the students of the Department of Russian Philology and for Mathematics and Physics revealed that about 98 percent of students desire to obtain the degree in future. The questionnaires have also proved the increase of the social prestige of the teacher's profession resulting from the fact that the Advanced Teachers' College is a branch of the Warsaw University thus providing possibilities to obtain a scientific degree.

299. SOWA, KAZIMIERZ L.: **Droga studenta na wyższą uczelnię. Mikrośrodowiskowe uwarunkowania podejmowania decyzji o kształceniu się w szkole wyższej. (Microenvironmental Conditioning of Decision-Making on Entering Higher Schools).** *Kwartalnik Pedagogiczny* 1970, No. 1, pp. 153–170.

The author presents research, the aim of which was to obtain information on the out-of-college social environment of the students and on its influence upon their attitudes and careers. Investigations have been carried out in Katowice and Kraków on the sample of students permanently inhabiting the above mentioned towns. Research covered 200 students of the Higher School for Education, Jagiellonian University, Higher School for Technology and Higher School for Economics. Students as well as their parents have been interviewed. Several factors influencing stages of instruction, i.e. choice of the secondary and then of a higher school have been distinguished: also interests, parental influence, teacher's influence, influence of friends. Motives for the choice of faculty have also been examined. Most common of them are: interests, professional perspectives, social significance and prestige of a profession, expectation of high salaries, easiness of studies, easy access to the department. Opinions were also collected pertaining to the present attitude of students and their parents toward higher school and the chosen faculty. Data were grouped according to regions, which revealed significant differences. Research conclusions are the following: 1) influence of environment on students' careers is considerable, 2) increase in the importance of personal interests has been noted, 3) deviation on the type

of secondary school is mostly undertaken by parents, 4) decisions on the enrollment in the higher school are usually made by parents, while the choice of faculty is done by the children.

300. WĄTORSKI, JAN: **Efektywność badań naukowych w wyższych szkołach technicznych.** (Effectiveness of Research in Higher Schools for Technology). *Życie Szkoły Wyższej* 1970, No. 3, pp. 67–71.

Higher schools outside their didactic-educational activities are required to carry out vast research work in the field of their speciality. Considerable part is played in the research by higher schools for technology, since it is in technological sciences that progress and modernization of the national economy find their source. Decisive factor by the selection of research problems is the effectiveness of investigations and rapidity of obtaining useful research results. The author points to the necessity of cooperation between higher schools for technology and the corresponding branches of industry. Industry itself presents the most important demand for research in specific subjects controls the course of investigations and introduces new achievements in mass production. In research of this type the necessity often occurs for cooperation of specialists in various branches of science. Higher schools are thus fostered to resign from carrying out investigations in stiff structural frames. Work groups should be temporarily formed composed of research workers from a given institute as well as of the necessary specialists from other research centers.

301. WRZEŚNIOWSKI, KAZIMIERZ: **Głos w dyskusji nad strukturą wyższych uczelni.** (On the Structure of Higher Schools). *Życie Szkoły Wyższej* 1969, No. 11, pp. 41–45.

The author's considerations pertain to changes in the structure of higher schools consisting in liquidating small chairs as not efficient enough in both didactic and scientific aspect and replacing them by institutes that would group research workers of the same domain of interests conducting classes in various departments or even various

higher schools. Each institute should have the right to confer doctor's degrees. Habilitation processes should be carried out by commissions grouping representatives of two or three institutes dealing with the same set of problems but situated in various research centers. This conception also permits to organize temporary work groups for the sake of preparing needed monographs.

See also: 233, 303.

VI. 6. ADULT

302. GODLEWSKI, MICHAŁ: **Dziś i jutro kształcenia wewnątrzzakładowego.** (Training Within the Establishment of Employment). *Szkoła Zawodowa* 1970, No. 3, pp. 25–31.

In 1969 the Central Council for Trade Unions organized a competition for an article on the subject of training within the institution of employment. Competition aimed at collecting opinions of social workers, employees in training and managing staff on the present state as well as on developmental perspectives pertaining to forms, curricula and teaching methods.
The article reveals strong social demand for a model of training to help qualified young workers to get acquainted with the specific character of their new place of employment, to aid them to adjust themselves to the new situation, to find a proper field for specialization and to continue education on a higher level. The author also gives a review of advantages and deficiencies in the existing type of training and postulates to increase efforts towards the establishment of a proper organization of this type of instruction.

303. HARWAS, EDMUND: **O pracy naukowo-badawczej Zakładu Oświaty Dorosłych Katedry Pedagogiki Uniwersytetu im. Adama Mickiewicza w Poznaniu.** (Research Work of the Section for Adult Instruction of the Chair for Education of the University of Poznań). *Oświata Dorosłych* 1969, No. 7, pp. 415–419.

Section for Adult Education at the University of Poznań was established in the year 1963. Research carried out in the Section pertains to various forms of institutionalized and non-institutionalized educational and cultural activeness of adolescents and adults. Main groups of problems are: 1) general and vocational education for adults (forms, organization of work, time budget, interests, self-instruction, in-service training), 2) educational and cultural work, 3) new methods of popularizing culture (TV, radio, etc.). Two doctoral seminars are being conducted at the Section, one concentrating on problems of self-instruction and reading, another devoted to adult instruction according to the system of subject-matter groups. Research workers also deal with problems of didactics in higher schools for working adults.

304. KORDASZEWSKI, JAN: **Funkcje oświatowo-wychowawcze zakładu pracy.** (Educational Functions of Employing Establishments). *Oświata Dorosłych* 1970, No. 1, pp. 1–9.

The author discusses main educational functions of personnel employing establishments and presents rational principles of realizing them. These establishments are now an important part of the national system of education. Their didactic-educational activities are carried out under supervision of trade-unions, research centers and various authorities. The author divides educational functions of the employing establishment into internal and external. The former are 1) organizing complementary training at primary level, 2) organizing industrial vocational schools, 3) carrying out planned activity pertaining to the changes in qualifications according to the needs of the establishment, 4) in-service training of the staff, 5) supervising self-instruction, 6) adapting young employees to work, 7) popularizing technical achievements at seminars, conferences and congresses, 8) organizing training periods for graduates, 9) care for workers attending schools for adults, 10) forming motivation for learning. External functions consist in collaborating with the interinstitutional system of training, educational authorities and higher schools.

305. MAZIARZ, CZESŁAW: **Doskonalenie zawodowe pracowników służby rolnej.** (In-service Training for Agricultural Workers). *Oświata Dorosłych* 1970, No. 2, pp. 75–82.

The author points to a common discrepancy between the specialities studied in college and those actually exercised in agricultural practice thus stressing the necessity to carry out vast in-service training activity for the agricultural technical and engineering staff. Planning of these educational activities in Poland is closely connected with national economic planning. Curricula for the years 1971–75 should, according to the author, cover mainly the problems of organization, management and quality of production.

The author postulates to work a long range plan that would not neglect specific problems in this field like, e.g. increasing number of agricultural workers, variety of specialities, dispersion of workers, twofold character of agricultural establishments (state and private), etc.

The following sets of problems should also be taken into consideration 1) increasing number of information on practical aspects of agriculture, 2) narrow specialization, 3) economics and management, 4) improving methods of training. Much attention is paid in the article to didactic aspects of the problem.

306. WOJCIECHOWSKI, KAZIMIERZ: **Czym jest andragogika?** (What Is Andragogy?). *Oświata Dorosłych* 1970, No. 3, pp. 152–155.

The author defines andragogy as a theory of adult education i.e. science of stimulating and directing educational processes in adults. Andragogy being a part of pedagogy covers problems of training, self-instruction and learning. Development of andragogy into a separate, independent part of educational sciences has been postulated by a number of educators, among others by M. Śliwierski and M. S. Knowles. Main problems dealt with by the new discipline are the following: objectives of adult education, training adult teachers, system of adult education, comparison of adult educational systems in various countries. The author divides adult education into general, vocation-

al and political and its forms into extensive and intensive.

Andragogy falls into three parts: 1) theory of adult education andragogy of industrial and agricultural work, andragogy of relaxation and gerontology, 2) didactics for adults, 3) history of adult education.

See also: 233.

VI. 7. SPECIAL

307. GEPPERTOWA, LIDIA: **O potrzebie wczesnego rozpoznania uszkodzenia słuchu u dzieci w wieku szkolnym.** (On the Necessity of Early Diagnosis in the Cases of Hearing Deficiencies in School Children). *Życie Szkoły* 1969, No. 9, pp. 1–4.

In primary schools there is often a number of children with hearing deficiencies who show schoolbackwardness, the cause of which is unknown to the teachers. However, under certain conditions a pupil with hearing deficiencies can succesfully keep up with the rest of the group. Proper physical and mental development cannot take place when the teacher is unaware of the child's hearing deficiency and does not ensure proper facilities for his work. In order to avoid educational faults resulting from the teacher's ignorance of these deficiencies, the author postulates the introduction of compulsory audiological examinations for school children. The examinations would serve as a preventive measure being also important in establishing proper methods in didactics. Diagnosis furnished on time will certainly increase the efficiency of instruction, diminish the number of schoolbackward and retarded children as well as those considered to be mentally handicaped. Early diagnosis will also prevent many educational failures.

308. KIREJCZYK, KAZIMIERZ: **Nauczanie dzieci głuchych razem ze słyszącymi.** Badania i wnioski. (Teaching Deaf Children Together with the Normal Ones). Państwowe Wydawnictwo Naukowe, Warszawa 1970, 202 pp.

The article includes considerations on the problems of deaf children. The author investigates if it is possible to

place them in regular classes for normal children and if they are in a position to secure better educational attainment than at present at least an equal one to that of their companions. The author also tries to answer the question if all deaf children or only some of them should attend schools for normal children and what preparations should be made in such cases by schools, doctors and parents. Chapter 1 of the book deals with Polish special schools and social situation of the deaf. Following chapters are devoted to an experiment which has been carried out by the author. Research results are then confronted with conclusions adopted at the International Congress of the Deaf in 1962. The final statement of the author contains a positive appraisal of the possibilities of training deaf children alongside with normal ones, although this process cannot be carried out on a large scale.

309. ŻARCZYŃSKA, JANINA: **Nauka w życiu chorego dziecka.** (Learning in the Life of an Ill Child). *Problemy Opieki i Wychowania* 1969, No. 10, pp. 37–38.

The article includes description of educational experiences of a teacher employed in a hospital school. A child coming to a hospital usually lives through a number of undeserved inconveniences resulting from the mere fact of his illness. Specific character of hospital life causes numerous depressions in children. Hospital schools are established in order to alleviate psychic tensions and exist as a form of treatment, replacing the child's environment which is temporary lost, liquidating boredom and creating conviction of being included in the regular course of life. Help in actual treatment is the primary function of a hospital school, realization of the teaching material being the secondary one. The author presents specific character of the teacher's work in a school of this type giving a number of information on the course of didactic-educational work.

VII. MISCELLANEOUS

310. WOLNOŚĆ, HELENA: Teoria wychowania estetycznego. (Theory of Aesthetic Education). *Principia et Scholae* 1970, No. 1, pp. 3–6.

The article is a review of Polish publications in the field of aesthetic education which methodologically forms a part of general pedagogy being at the same time connected with general aesthetics, aesthetics of particular disciplines of art, psychology and sociology.
The modern theory of aesthetic education also called education through art abolishes the traditional conception of art as an entertainment of the intelectual elite, introducing education through art as a general form of training in the ability to perceive works of art and influencing human personality in several respects, e.g. intellect, imagination, moral and creative attitude. The author presents Polish contributions to the subject matter, stressing the role of publications by the Polish romantic poets as well as theories of the between-the-wars Poland worked out by J. Mortkowiczowa, S. Kuman, A. Buszek and N. Samotyhowa. Large part of the article is devoted to the conceptions and studies which have appeared in the Polish People's Republic, the authors being R. Ingarden, W. Tatarkiewicz, S. Szuman, B. Suchodolski and I. Wojnar.

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